



## English II Curriculum Bundle # 1

<b>Title</b>	 	<b>Suggested Dates</b>
<i>Patterns of Language in Short Stories</i>		Aug. 24-Sept. 10 (13 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Writers use patterns to develop their ideas and connect to their readers.  Assurance Words: <b>Analyze, Strategy</b>	What patterns appear in various short stories? How can I use patterns in texts to help me take meaningful notes as I read? How can the patterns I notice in sentences help me to use correct punctuation? How can I use patterns to create a meaningful short story?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum. [Link to Secondary ELA Curriculum Resources](#) [Holt Online Resources](#)

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources	
		Instruction	Practice/Assessment
<b>Reading:</b>			
<b>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> II.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words	<b>Question Stem:</b> In paragraph ____, the word _____ is used to communicate a feeling of _____. In the _____, the word _____ helps the reader understand _____.	Holt – R69, R71	Thinkcentral.com Keyword: HML10-217
<b>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> II.1.E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	<b>Question Stem:</b> Read the dictionary entry below for the word _____. Which definition represents the meaning of _____ as used in paragraph ____?	<a href="http://dictionary.reference.com/">http://dictionary.reference.com/</a> <a href="http://www.syndicate.com/">http://www.syndicate.com/</a>	
<b>II.5 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b> II.5C evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction	<b>Question Stem:</b> How does the narrator’s viewpoint affect the tone of this story?	<a href="#">Voice</a> Pre-AP: AP handbook: narration, tone LTF guide, 120-128	
<b>II.8 Reading/ Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural,</b>	<b>Main Idea</b> <ul style="list-style-type: none"> <li>• Determine the Main Idea of Entire Expository Passage (e.g., what the</li> </ul>	<a href="#">Dallas County Schools, p. R-13</a>	Thinkcentral.com Keyword: HML10-219

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<p><b>historical, and contemporary contexts and provide evidence from the text to support their understanding.</b></p> <p>II.8 Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.</p>	<p>passage is mainly/mostly about?")</p> <ul style="list-style-type: none"> <li>• Determine the Main Idea of a Single Narrative or Expository Paragraph or Set of Paragraphs</li> <li>• Identify the Text Support for A Given Main Idea Question,</li> </ul> <p><b>Cause/Effect Questions/Reasoning</b> Identify Best Summary that includes:</p> <ul style="list-style-type: none"> <li>• 2-4 sentences,</li> <li>• the main idea of the passage,</li> <li>• multiple, accurate details that support that main idea, and</li> <li>• details come from the beginning, middle, and end</li> <li>• of the passage</li> </ul> <p><b>Question Stem:</b> What is the author’s purpose in the selection? What is the controlling idea throughout this selection?</p>		
<b>Metacognitive Reading Comprehension Skills (Figure 19)</b>			
<p><b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>RC(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>RC(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>	<p><b>Question Stem:</b></p> <p>Which of these best summarizes the most important events in ____?</p>		
	<p><b>Question Stem:</b></p> <p>What information from paragraph ____ shows that _____ (char) is ____ (trait)?</p>		
<b>Writing:</b>			
<p><b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p> <p>II.13A plan a first draft by selecting the correct genre for</p>	<p>Apply writing process for a short story. (II.14 below)</p> <p>Note: Any resource taken from the intranet is available only from a computer</p>	<p><a href="#">Essay Writing</a> (UVIC) <a href="#">The Write Path pp 80-93, 111-117 (intranet)</a> (AVID)</p>	<p>Thinkcentral.com Keyword: HML10-23</p>

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conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea	connected to the PISD server.		
<b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b> II.13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning	Apply writing process for a short story. (II.14 below) Note: Any resource taken from the intranet is available only from a computer connected to the PISD server.	<a href="#">Essay Writing</a> (UVIC) <a href="#">The Write Path pp 80-93, 111-117 (intranet)</a> (AVID)	
<b>II.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</b> II.14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone		<a href="#">Short Story Writing for High School</a> <a href="#">Freytag's Pyramid</a> <a href="#">The Write Path pp 118-124 (intranet)</a>	Holt – “The Bass, the River, and Sheila Mant” (Pg. 30)
<b>Oral and Written Conventions:</b>			
<b>II.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b> II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking II.17A(ii) restrictive and nonrestrictive relative clauses	<b>Application:</b> Use a variety of restrictive and non-restrictive clauses in engaging story (14A)	<a href="#">Complex Sentences</a>  Holt – <i>Writing Workshop</i> (Pg. 393)	Holt – Clauses (R32)
<b>II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b> II.18B use correct punctuation marks including: II.18B(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions	<b>Commas</b> <ul style="list-style-type: none"> <li>• In nominative address/direct address (command) (Jack, jump over the candlestick.)</li> <li>• In compound-complex sentences</li> <li>• In participial phrases</li> <li>• In subordinate (dependent) clauses (adjective and adverb)</li> </ul> <b>Semicolons</b> in compound-complex sentences	<a href="#">Commas</a>  Holt – Punctuation Chart (R49-50, R60, R63-R64)	

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<b>Listening and Speaking:</b>			
<b>II.24 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b> II.24A listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration	Introduce note taking strategies which emphasize summarization and synthesis	<a href="#">Cornell note taking</a> <a href="#">Cornell Notes Ppt</a>	